



1995-96 KIRIS OPEN-RESPONSE ITEM SCORING WORKSHEET

Grade 11 — Reading Question 2

Type of Passage: Practical

The academic expectation addressed by this item includes:

1.2 Students make sense of the variety of materials they read.

The core content assessed by this item includes:

- Identifying information which provides additional clarity (bold-faced print, italics, illustrations).

2. Hazardous Waste in Your Home

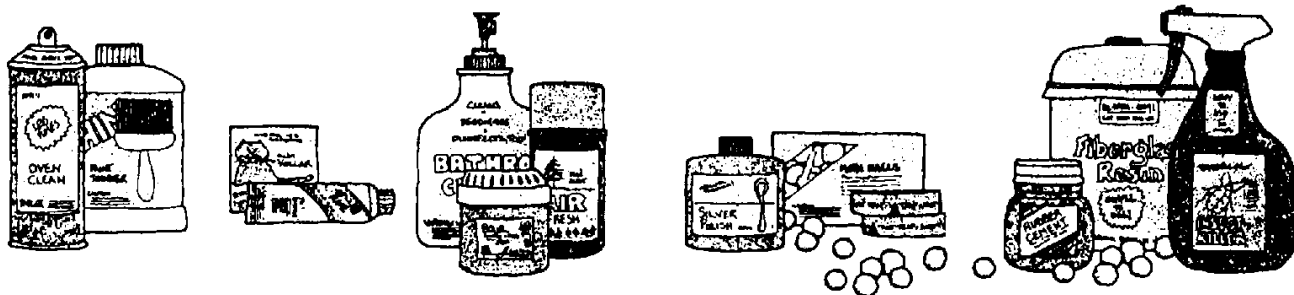
This leaflet was designed to call attention to the hazards of toxic chemicals in the home. Analyze how design elements of the page make the reader aware of potential safety problems with common substances.

SCORING GUIDE

Score	Description
4	Response explains at least two appropriate ways well.
3	Response explains one way well, OR Two ways (1 well, 1 less well).
2	Response names/lists two ways with no explanation, OR One way with minimal explanation.
1	Response summarizes, comments on toxic topic, or refers to design/format of the toxic tips.
0	Response is incorrect or irrelevant.
Blank	Blank/no response.
	DESIGN ELEMENTS Bold-faced title Pictures of common household products Question used as a title Text is subdivided Sequential bullets Bold-faced statements Single page Border

Hazardous waste is not just an industrial problem. Many household products contain chemicals that can harm the environment. Through proper handling, however, potential problems can be avoided. Read the leaflet below and then answer question 2.

Hazardous Waste in Your Home?



TIPS ON TOXICS

PURCHASE

- **Read the label.** Look for “nontoxic” on the label and compare products.
- **Use nontoxic alternatives.** Many times a general household cleaner is just as effective as a specialized product.
- **Buy only what you need.**
- **Buy products with child-proof packaging.**
- **Buy nonaerosol products.** Aerosols produce a fine mist which, when breathed, can settle deep in the lungs; chemicals can be quickly absorbed into the bloodstream. Aerosol cans can explode if stored near heat or if incinerated.

USE

- **Use products in a well ventilated room and avoid breathing fumes.** Take breaks and work outside, if possible.
- **Wear protective clothing.**
- **Never mix products.** Combining ammonia and chlorine bleach produces deadly chloramine fumes. Mixing chemicals can even cause explosions.
- **Use only the recommended amount.** Twice as much is not twice as effective, and may be twice as toxic.
- **If pregnant, avoid exposure to toxics as much as possible.**
- **In case of poisoning, call Poison Control rather than relying on the label directions.** Labels may be incorrect.

STORAGE

- **Store in a safe place.** Keep all toxics away from children.
- **Close container securely.** Some products, like gasoline, paint, and paint thinner, can evaporate over a long period of time and pollute the air in your house. You may want to store some containers in a shed or garage.
- **Keep products in their original containers.**

DISPOSAL

- **Use up product so there is nothing to dispose.**
- **Donate leftover paints and other products to a local service organization.** Make sure the product is securely packaged and well labeled.
- **Take crankcase oil to a recycling center in your town.** Many service stations will accept used motor oil.
- **Never pour harmful chemicals down the drain or on the ground.** These chemicals include pesticides, paints and preservatives, automotive products, home hobby chemicals, dry cleaners, and drain cleaners.
- **Take your household toxics to the home hazardous waste collection program.** Individuals can take leftover chemicals to a central collection point, and the chemicals are disposed of at licensed treatment and disposal facilities.



KIRIS ASSESSMENT ANNOTATED RESPONSE

GRADE 11 READING

Sample 4-Point Response of Student Work

The purpose of this leaflet was to bring attention to the dangers of toxic chemicals in the home. It is set up as a list of tips under categories like “Purchase,” “Use,” “Storage,” and “Disposal.” This design makes it easy for the reader to recognize how to properly handle toxic substances in the home. But, the design element that best makes the reader aware of potential safety problems with common substances is the header. The header is the space above the written type that usually includes pictures. In this case, the header shows many common household products such as paint thinner, oven cleaner, silver polish, and rubber cement that are toxic substances. The reader can recognize these products that he may or may not know are toxic. When he learns they are toxic, he can learn how to properly handle them. In this way, the header best makes the reader aware of potential safety problems with common substances.

Student describes two elements of design: use of categories with headings and lists, and vivid graphics in the “header.”

Student discusses how the categories or section divisions function as a part of the overall design.

Student gives detailed explanations of the effectiveness of the header’s illustrations in helping make readers aware of toxic substances.

Summary annotation statement: Student clearly relates headings, illustrations, and section divisions to how information in the passage is effectively conveyed.

Sample 3-Point Response of Student Work

Some design elements of this page that would help people become more aware of safety problems with common substances would be the drawings at the top of the page showing different kinds of toxic chemicals of many people’s everyday use. The bold face words can catch a person’s eye, and these show all the main important things about the dangers of toxic chemicals. When a person’s attention is caught by the bold faced words, they will read the following statements not in bold type, thus reading the entire paplet.

Student identifies two elements of design: use of drawings across the top of the page, and the words printed in bold-faced type.

Student analyzes the impact of the bold-faced type, explaining that it draws the reader’s attention to the remaining text.

Summary annotation statement: Student mentions two important design elements, but adequately analyzes only one of those elements.



KIRIS ASSESSMENT ANNOTATED RESPONSE

GRADE 11 READING

Sample 2-Point Response of Student Work

The leaflet is broken down into topics labeled in bold print. The reader's attention is called to one of the sections then the important statements are written in bold print. The consumer can easily read about the hazards of toxic household cleaners and how to avoid harm from them.

Student's analysis is general and limited.

Student names one design element: the labeling of topics in bold print.

Score 2 (second sample)

Two ways the pamphlet was designed to help get attention is the bold print and the pictures.

Student analysis is general and limited and names one design element.

Summary annotation statement: Student minimally evaluates how the design elements add to the effectiveness of the text.

Sample 1-Point Response of Student Work

There are many ways in which this leaflet is designed to focus on the problem of hazardous wastes. One way is that it tells us to only buy what we need. We shouldn't buy things and not use them because indisposal it could cause pollution. Use all of product so that it doesn't have to be put in the ground to cause toxic problems. It tells us to use only amount told because an extra scoop may not be twice as effective and also don't rely on labels of products because they could be dangerous. In disposal, we must try and recycle these wastes as much as we can. We must take them to control centers or recycling centers in order to keep hazardous wastes from contaminating our environment. One major tip was not to pour chemicals down drains because it will pollute our environment. These are just several ways in which the tips show the problems in our society.

Student summarizes information in passage without responding to the question of design elements.

Summary annotation statement: Student shows no understanding of design or organizational elements.

INSTRUCTIONAL STRATEGIES

Practical -- “Hazardous Waste in Your Home”

A. Provide a variety of consumer manuals, texts, and brochures for students to read and evaluate in relation to their practical applications. This type of reading helps students understand the interaction between the format (structure) of a passage and its content (text).

1. Explain how the use of page format and graphics assist in interpreting the material. Consider the following graphic elements: illustrations, bold-faced print, titles and subtitles, section divisions, and bullets.
2. Identify and study specialized vocabulary. Terms from this article might include: toxic, nontoxic, chloramine, pesticides, and preservatives.
3. Practice skimming/scanning techniques to identify the main ideas of the material. Section divisions and bold-faced type in this passage are particularly helpful.
4. Paraphrase and/or summarize important sections of the text, evaluating the clarity of the information provided.

B. Provide a variety of labels from household cleaners, food products, appliance brochures, or instructions for caring for an item of clothing. Students can examine the information in relation to the products' everyday use. They should also consider the connection between the way the information is presented, the kind of information being presented, and the intended audience.

C. Provide the students with other models of this type of writing. Practice writing (with a partner) using a similar format. Consider the following:

1. audience and purpose
2. graphics (may be computer generated) that will aid in understanding
3. classification or division of information into categories according to the purpose it serves
4. overall format and organizational pattern that best convey the information

D. Have students follow instructions and demonstrate their ability to apply reading skills to practical skills.

References

Hammond, Eugene R., *Critical Thinking, Thoughtful Writing*, McGraw-Hill Book Co., New York, 1989.
West, William W., *Developing Writing Skills*, Prentice Hall, Englewood Cliffs, 1973.
Transformations: Kentucky's Curriculum Framework, Kentucky Department of Education.